GRADE 5 SOCIAL STUDIES

Definitions of General Descriptors for All Levels in Social Studies

Extensive: Provides fully developed responses which include supporting relevant details and examples that are accurate and appropriate, uses vocabulary and concepts from the discipline, and makes connections to the real world, across the disciplines, or within the discipline.

Broad: Provides complete and accurate responses, which include supporting, relevant details and/or examples that are appropriate, and understands the vocabulary and concepts from the discipline. Basic: Provides incomplete responses or responses, which are limited in either accuracy or explanation. Responses demonstrate limited understanding of the vocabulary and concepts of the discipline. Minimal: Provides incomplete responses, which demonstrate little understanding of concepts and vocabulary, and includes inaccuracies and/or little explanation.

DISTINGUISHED **PROFICIENT** APPRENTICE NOVICE Student demonstrates extensive Student demonstrates broad Student demonstrates basic Student demonstrates minimal knowledge of Kentucky and the knowledge of: Kentucky and the knowledge of Kentucky and the knowledge of Kentucky and the United United States in each of the five United States in each of the five United States in each of the five States in each of the five strands of strands of social studies. Specifics strands of social studies. Specifics strands of social studies. Specifics social studies. Specifics include: include: include: include: Government and Civics: The purpose and function of local, state, and United States governments, as well as, understanding of the rights and responsibilities of citizens in a democratic society. Knowledge Culture and Society: As people meet their needs, cultures emerge, and the elements unique to each culture affect perspectives and the interactions among people of varying cultures. Economics: Basic economic terms and concepts are used in making individual, business and government economic decisions. Geography: Understanding of the use of simple geographic tools; factors of location; regional characteristics (human and physical); human settlement patterns; and the relationship between humans and the environment. Historical Perspective: An overview of Kentucky and the United States from beginning to present day. Student attempts, with limited Student makes reasonable decisions, Student makes reasonable decisions, Student fails, or attempts addresses issues, explains concepts addresses issues, explains concepts success, to make decisions, address unsuccessfully, to make decisions; issues, explain concepts and/or solve

Decisions. **Problem Solving**

- and/or solves problems using fully developed examples. The skills the student uses include, but are not limited to:
 - Read, interpret, evaluate information
- Make comparisons Identify multiple causes
- Organize, analyze, summarize or synthesize answer
- Discriminate among plausible answers

- and/or solves problems using relevant examples. The skills the student uses include, but are not limited to:
- Read, interpret, evaluate information
- Make comparisons
- Identify multiple causes Organize, analyze, summarize
- or synthesize answer Discriminate among plausible
- answers

- problems using limited or unelaborated examples. The skills the student uses include, but are not limited to:
- Read, interpret, evaluate information
- Make comparisons
- Identify multiple causes
- Organize, analyze, summarize or synthesize answer
- Discriminate among plausible answers

address issues, explains concepts and/or solves problems.

	DISTINGUISHED	PROFICIENT	APPRENTICE	NOVICE
Vocabulary Concepts	Student demonstrates an extensive understanding of social studies vocabulary and concepts. Examples include, but are not limited to: Government/Civics: Democracy, branches of government, rights and responsibilities of citizens, Bill of Rights, U.S. Constitution, Preamble, levels of government Culture/Society: Social groups, perspective, elements of culture, conflict, competition, compromise, cooperation Economics: Scarcity, supply and demand, opportunity costs, goods and services, wants and needs, economic systems, profit, barter, money, producers, consumers, specialization Geography: Location, environment, region, human and physical characteristics, adaptation, modification Historical Perspective: Primary/secondary sources, symbol, periods and eras, causes, change over time, chronological order	Student demonstrates a broad understanding of social studies vocabulary and concepts. Examples include but are not limited to: Government/Civics: Democracy, branches of government, rights and responsibilities of citizens, Bill of Rights, U.S. Constitution, Preamble, levels of government Culture/Society: Social groups, perspective, elements of culture, conflict, competition, compromise, cooperation Economics: Scarcity, supply and demand, opportunity costs, goods and services, wants and needs, economic systems, profit, barter, money, producers, consumers, specialization Geography: Location, environment, region, human and physical characteristics, adaptation, modification Historical Perspective: Primary/secondary sources, symbol, periods and eras, causes, change over time, chronological order	Student demonstrates a basic understanding of social studies vocabulary and concepts. Examples include but are not limited to: Government/Civics: Democracy, branches of government, rights and responsibilities of citizens, Bill of Rights, U.S. Constitution, Preamble, levels of government Culture/Society: Social groups, perspective, elements of culture, conflict, competition, compromise, cooperation Economics: Scarcity, supply and demand, opportunity costs, goods and services, wants and needs, economic systems, profit, barter, money, producers, consumers, specialization Geography: Location, environment, region, human and physical characteristics, adaptation, modification Historical Perspective: Primary/secondary sources, symbol, periods and eras, causes, change over time, chronological order	Student demonstrates a minimal or no understanding of social studies vocabulary and concepts. Examples include but are not limited to: Government/Civics: Democracy, branches of government, rights and responsibilities of citizens, Bill of Rights, U.S. Constitution, Preamble, levels of government Culture/Society: Social groups, perspective, elements of culture, conflict, competition, compromise, cooperation Economics: Scarcity, supply and demand, opportunity costs, goods and services, wants and needs, economic systems, profit, barter, money, producers, consumers, specialization Geography: Location, environment, region, human and physical characteristics, adaptation, modification Historical Perspective: Primary/secondary sources, symbol, periods and eras, causes, change over time, chronological order
<u>Communication</u>	Student communicates complex ideas or concepts completely through details and examples in a logical, coherent manner in reference to the five strands of social studies.	Student communicates ideas or concepts effectively in an organized manner in reference to the five strands of social studies.	Student communicates reasonably but with limited detail and organization in reference to the five strands of social studies.	Student communicates ineffectively with little or no detail in reference to the five strands of social studies.
<u>Connections</u>	Student demonstrates an ability to effectively connect social studies concepts by using critical thinking skills. Examples include but are not limited to: • Compare and contrast • Identify causes • Analyze • Chronological thinking	Student demonstrates a basic ability to effectively connect social studies concepts by using critical thinking skills. • Compare and contrast • Identify causes • Analyze • Chronological thinking	Student demonstrates some ability to connect social studies concepts by using critical thinking skills. • Compare and contrast • Identify causes • Analyze • Chronological thinking	Student shows no evidence of making connections among social studies concepts.

GRADE 8 SOCIAL STUDIES

Definitions of General Descriptors for All Levels in Social Studies

Extensive: Provides fully developed responses which include supporting relevant details and examples that are accurate and appropriate, uses vocabulary and concepts from the discipline, and makes connections to the real world, across the disciplines or within the discipline.

Broad: Provides complete and accurate responses, which include supporting, relevant details and/or examples that are appropriate, and understands the vocabulary and concepts from the discipline. Basic: Provides incomplete responses or responses which are limited in either accuracy or explanation. Responses demonstrate limited understanding of the vocabulary and concepts of the discipline.

Minimal: Provides incomplete responses, which demonstrate little understanding of concepts and vocabulary, and includes inaccuracies and/or little explanation.

	DISTINGUISHED	PROFICIENT	APPRENTICE	NOVICE
	Student demonstrates extensive knowledge of the five strands of social studies in reference to world geography, ancient civilizations to 1500 A.D., and United States history from Age of Exploration to Reconstruction. Specifics include:	Student demonstrates broad knowledge of the five strands of social studies in reference to world geography, ancient civilizations to 1500 A.D., and United States history from Age of Exploration to Reconstruction. Specifics include:	Student demonstrates basic knowledge of the five strands of social studies in reference to world geography, ancient civilizations to 1500 A.D., and United States history from Age of Exploration to Reconstruction. Specifics include:	Student demonstrates a minimal knowledge of the five strands of social studies in reference to world geography, ancient civilizations to 1500 A.D., and United States history from Age of Exploration to Reconstruction. Specifics include:
<u>Knowledge</u>	Government and Civics: Governments take different forms, in-depth understanding of the United States Constitution. Culture and Society: An understanding of the common elements of various cultures, and the unique perspectives that develop as different cultures address their human needs in similar and different ways Economics: An understanding of advanced economic terms and broad concepts such as market systems, money (unit of account) and interdependent			
			impacts culture, history and economic and at this level includes United States history	ory to Reconstruction and World History

	DISTINGUISHED	PROFICIENT	APPRENTICE	NOVICE
<u>Decisions</u> <u>Problem Solving</u>	Student makes reasonable decisions, addresses issues, explains concepts and/or solves problems using fully developed examples. The skills the student uses include, but are not limited to: Read interpret, evaluate, information Make comparisons Identify multiple causes and effects Draw conclusions and justify explanations Consider multiple solutions and make decisions by applying criteria Organize, analyze synthesize answers.	PROFICIENT Student makes reasonable decisions, address issues, explain concepts and/or solve problems using relevant examples. The skills the student uses include, but are not limited to: Read interpret, evaluate, information Make comparisons Identify multiple causes and effects Draw conclusions and justify explanations Consider multiple solutions and make decisions by applying criteria Organize, analyze synthesize answers. Discriminates among plausible answers	APPRENTICE Student attempts to make decisions, address issues, explain concepts and/or solve problems using limited or unelaborated examples. The skills the student uses include, but are not limited to: Read interpret, evaluate, information Make comparisons Identify multiple causes and effects Draw conclusions and justify explanations Consider multiple solutions and make decisions by applying criteria Organize, analyze synthesize	NOVICE Student fails, attempts unsuccessfully, or with minimal success, to make reasonable decisions, address issues, explain concepts and/or solve problems using relevant examples.
	Discriminates among plausible answers		answers. Discriminates among plausible answers	
Vocabulary Concepts	Student demonstrates an extensive understanding of social studies vocabulary and concepts. Examples of vocabulary and concepts include, but are not limited to:	Student demonstrates a broad understanding of social studies vocabulary and concepts. Examples of vocabulary or concepts include, but are not limited to:	Student demonstrates a basic understanding of social studies vocabulary and concepts. Examples of vocabulary and concepts include, but are not limited to:	Student demonstrates minimal or no understanding of social studies vocabulary and concepts. Examples of vocabulary and concepts include, but are not limited to:

	DISTINGUISHED	PROFICIENT	APPRENTICE	NOVICE
	Government/Civics: Federalism,	Government/Civics: Federalism,	Government/Civics: Federalism,	Government/Civics: Federalism,
	separation of power, amendment,	separation of power, amendment,	separation of power, amendment,	separation of power, amendment, rule
	rule of law, veto, republic, U. S.	rule of law, veto, republic, U. S.	rule of law, veto, republic, U. S.	of law, veto, republic, U. S.
	Constitution, Bill of Rights, judicial			
	review, Declaration of	review, Declaration of	review, Declaration of	review, Declaration of Independence,
	Independence, rights,	Independence, rights,	Independence, rights,	rights, responsibilities, duties of
	responsibilities, duties of citizens	responsibilities, duties of citizens	responsibilities, duties of citizens	citizens
	Culture/Society: Social institutions,	Culture/Society: Social	Culture/Society: Social	Culture/Society: Social
	compromise, conflict, competition,	institutions, compromise, conflict,	institutions, compromise, conflict,	institutions, compromise,
	ethnic groups, elements of culture,	competition, ethnic groups, elements	competition, ethnic groups, elements	conflict, competition, ethnic
	perspective, interaction	of culture, perspective, interaction	of culture, perspective, interaction	groups, elements of culture,
	Economics: Competition,	Economics: Competition,	Economics: Competition,	perspective, interaction
	specialization, profit, market,	specialization, profit, market,	specialization, profit, market,	Economics: Competition,
Vocabulary	economic systems, productive	economic systems, productive	economic systems, productive	specialization, profit, market,
Concepts	resources, consumer, opportunity	resources, consumer, opportunity	resources, consumer, opportunity	economic systems, productive
(con't)	cost, supply and demand, money,	cost, supply and demand, money,	cost, supply and demand, money,	resources, consumer, opportunity cost,
	competition, interdependence	competition, interdependence	competition, interdependence	supply and demand, money,
	Geography: Technical advances,	Geography: Technical advances,	Geography: Technical advances,	competition, interdependence
	map projection, migration, natural	map projection, migration, natural	map projection, migration, natural	Geography: Technical advances, map
	resources, developed country,	resources, developed country,	resources, developed country,	projection, migration, natural
	regions, place, settlement,	regions, place, settlement,	regions, place, settlement,	resources, developed country, regions,
	population density, adaptation,	population density, adaptation,	population density, adaptation,	place, settlement, population density,
	modification	modification	modification	adaptation, modification
	Historical Perspective:	Historical Perspective:	Historical Perspective:	Historical Perspective: Perspective,
	Perspective, individual rights,	Perspective, individual rights,	Perspective, individual rights,	individual rights, civilization,
	civilization, sectionalism, manifest	civilization, sectionalism, manifest	civilization, sectionalism, manifest	sectionalism, manifest destiny, primary
	destiny, primary and secondary	destiny, primary and secondary	destiny, primary and secondary	and secondary sources, multiple causes
	sources, multiple causes and effects	sources, multiple causes and effects	sources, multiple causes and effects	and effects

	DISTINGUISHED	PROFICIENT	APPRENTICE	NOVICE
<u>Communication</u>	Communicates complex ideas or concepts completely through details and examples in a logical, coherent manner in reference to the five strands of social studies	Communicates ideas or concepts effectively in an organized manner in reference to the five strands of social studies	Student communicates reasonably but with limited detail and organization in reference to the five strands of social studies	Student communicates ineffectively with little or no detail in reference to the five strands of social studies
<u>Connections</u>	Student demonstrates an ability to effectively connect social studies concepts by using critical thinking skills, such as: Determining causes and effects Analyzing various perspectives Synthesizing Comparing and contrasting Chronological thinking	Students demonstrates a basic ability to connect social studies concepts using critical thinking skills, such as: Determining causes and effects Analyzing various perspectives Synthesizing Comparing and contrasting Chronological thinking	Students demonstrates some ability to connect social studies concepts by using critical thinking skills, such as: Determining causes and effects Analyzing various perspectives Synthesizing Comparing and contrasting Chronological thinking	Student shows no evidence of making connections among social studies concepts.

GRADE 11 SOCIAL STUDIES

<u>Definitions of General Descriptors for All Levels in Social Studies</u>

Extensive: Provides fully developed responses which include supporting relevant details and examples that are accurate and appropriate, uses vocabulary and concepts from the discipline, and makes connections to the real world, across the disciplines or within the discipline.

Broad: Provides complete and accurate responses, which include supporting, relevant details and examples that are appropriate, and understands the vocabulary and concepts from the discipline.

Basic: Provides incomplete responses or responses which are limited in either accuracy or explanation. Responses demonstrate limited understanding of the vocabulary and concepts of the discipline.

Minimal: Provides incomplete responses, which demonstrate little understanding of concepts and vocabulary, and includes inaccuracies and/or little explanation.

	DISTINGUISHED	PROFICIENT	APPRENTICE	NOVICE
	Student demonstrates	Student demonstrates broad	Student demonstrates basic	Student demonstrates minimal
	extensive knowledge of the 5	knowledge of the 5 strands of social	knowledge of the 5 strands of social	knowledge of the 5 strands of social
	strands of social studies.	studies.	studies.	studies.
	Government and Civics:	Government and Civics:	Government and Civics:	Government and Civics:
	Recognition of the sources of power	Understanding of the complexities	Understanding of the complexities	Understanding of the complexities of a
	in different forms of government and	of a democracy that strives to	of a democracy that strives to	democracy that strives to protect
	an understanding of the complexities	protect individual's rights while	protect individual's rights while	individual's rights while promoting the
	of a democracy that strives to protect	promoting the common good,	promoting the common good.	common good.
	individual's rights while promoting	(rights, responsibilities, Bill of		
	the common good (rights,	Rights)		
Knowledge	responsibilities, Bill of Rights).			
<u></u>	Culture/Society: Social			
	institutions (family, religions,			
	education, government, economy)	Culture/Society: Social	Culture/Society: Social	
	and world events are affected and	institutions and world events are	institutions and world events are	Culture/Society: Social institutions
	shaped by cultural beliefs and	affected and shaped by cultural	affected and shaped by cultural	and world events are affected and
	behaviors.	beliefs and behaviors.	beliefs and behaviors.	shaped by cultural beliefs and
				behaviors.

	DISTINGUISHED	PROFICIENT	APPRENTICE	NOVICE
	Economics: An understanding of	Economics: An understanding	Economics: An understanding of	Economics: An understanding of
	how economic decisions can have a	of how economic decisions can have	how economic decisions can have a	how economic decisions can have a
	personal, national, and global	a personal, national, and global	personal, national, and global	personal, national, and global impact.
	impact.	impact.	impact.	Geography: An understanding of
	Geography: An understanding of	Geography: An understanding of	Geography: An understanding of	current and historical events and
	current and historical events and	current and historical events and	current and historical events and	situations from a geographic
	situations from a geographic	situations from a geographic	situations from a geographic	perspective.
Knowledge	perspective.	perspective.	perspective.	Historical Perspective: The
(con't)	Historical Perspective:	Historical Perspective:	Historical Perspective:	study of history, which is
, ,	The study of history, which	The study of history, which	The study of history, which	interpretive in nature, includes
	is interpretive in nature,	is interpretive in nature,	is interpretive in nature,	United States History from
	includes United States	includes United States	includes United States	Reconstruction to present day,
	History from Reconstruction	History from Reconstruction	History from Reconstruction	and World History from 1500
	to present day, and World	to present day, and World	to present day, and World	to the present.
	History from 1500 to the	History from 1500 to the	History from 1500 to the	1
	present.	present.	present.	
	Student makes reasonable	Student makes reasonable	Student attempts to make	Student fails or
	decisions, addresses issues,	decisions, addresses issues,	decisions, address issues,	unsuccessfully attempts to
	explains concepts and/or	explains concepts and/or	explain concepts and/or	make decisions, address issues,
	solves problems using fully	solves problems using	solve problems using limited	explain concepts and/or solve
	developed examples. The	relevant examples. The	or unelaborated examples.	problems.
	skills the student uses	skills the student uses	The skills the student uses	r
	include, but are not limited	include, but are not limited	may include but are not	
	to, the following:	to, the following:	limited to, the following:	
	Reading, interpreting, evaluating	Reading, interpreting, evaluating	Reading, interpreting, evaluating	
	and presenting information in a	and presenting information in a	and presenting information in a	
	variety of formats on complex issues	variety of formats on complex issues	variety of formats on complex issues	
Decisions	variety of formation on complete issues	variety of formation on complete issues	Identifying multiple causes and	
Problem Solving	Identifying multiple causes and	Identifying multiple causes and	effects	
	effects	effects	Making comparisons	
	Making comparisons	Making comparisons	Drawing conclusions, justifying	
	Drawing conclusions, justifying	Drawing conclusions, justifying	explanations and making predictions	
	explanations	explanations	Defining problems, considering	
	F	r	multiple solutions, and making	
	Defining problems, considering	Defining problems, considering	decisions by applying criteria	
	multiple solutions, and making	multiple solutions, and making	Organizing, analyzing. or	
	decisions by applying criteria	decisions by applying criteria	synthesizing answers, presenting	
	Organizing, analyzing, or	Organizing, analyzing, or	and defending answers.	
	synthesizing answers, presenting	synthesizing answers, presenting		
	and defending answers.	and defending answers.		

	DISTINGUISHED	PROFICIENT	APPRENTICE	NOVICE
	Student demonstrates	Student demonstrates	Student demonstrates basic	Student demonstrates
	extensive understanding of	broad understanding of	understanding of social	minimal or no under-standing
	social studies vocabulary and	social studies vocabulary	studies vocabulary and	of social studies vocabulary
	concepts. Examples of	and concepts. Examples of	concepts. Examples of	and concepts. Examples of
	vocabulary and concepts	vocabulary and concepts	vocabulary and concepts	vocabulary and concepts
	include, but are not limited	include, but are not limited	include, but are not limited	include, but are not limited to:
	to:	to:	to:	Government and Civics: Justice,
	Government and Civics: Justice,	Government and Civics: Justice,	Government and Civics: Justice,	individual rights and responsibilities,
	individual rights and responsibilities,	individual rights and	individual rights and	common good, civil rights, limited
	common good, civil rights, limited	responsibilities, common good,	responsibilities, common good, civil	government, source of power,
	government, source of power,	civil rights, limited government,	rights, limited government, source	government regulation
	government regulation	source of power, government	of power, government regulation	
	Culture/Society: Philosophy,	regulation		Culture/Society: Philosophy, values,
	values, stereotypes, prejudice,		Culture/Society: Philosophy,	stereotypes, prejudice, genocide,
	genocide, discrimination,	Culture/Society: Philosophy,	values, stereotypes, prejudice,	discrimination, ethnocentrism, conflict
	ethnocentrism, conflict resolution,	values, stereotypes, prejudice,	genocide, discrimination,	resolution, religion, and technology.
Vocabulary Concepts	religion, and technology.	genocide, discrimination,	ethnocentrism, conflict resolution,	B . B.
	Economics: Entrepreneur,	ethnocentrism, conflict resolution,	religion, and technology.	Economics: Entrepreneur,
	investment, mandate, stock market,	religion, and technology.	Economics: Entrepreneur,	investment, mandate, stock market,
	economic sanctions, efficiency,	Economics: Entrepreneur,	investment, mandate, stock market,	economic sanctions, efficiency, equity,
	equity, and security.	investment, mandate, stock market,	economic sanctions, efficiency,	and security.
	Geography: Push and pull factors,	economic sanctions, efficiency,	equity, and security.	Geography: Push and pull factors,
	dispersion, centralization	equity, and security.	Geography: Push and pull factors,	dispersion, centralization
	Historical Perspectives: Multiple	Geography: Push and pull	dispersion, centralization	Historical Perspectives: Multiple
	causation, Reconstruction, cultural	factors, dispersion, centralization	Historical Perspectives: Multiple	causation, Reconstruction, cultural
	diversity, capitalism, isolation,	Historical Perspectives: Multiple	causation, Reconstruction, cultural	diversity, capitalism, isolation,
	imperialism, urbanization, reform,	causation, Reconstruction, cultural	diversity, capitalism, isolation,	imperialism, urbanization, reform,
	equality, globalization,	diversity, capitalism, isolation,	imperialism, urbanization, reform,	equality, globalization, McCarthyism,
	McCarthyism, Cold War, United	imperialism, urbanization, reform,	equality, globalization,	Cold War, United Nations,
	Nations, nationalism, human rights,	equality, globalization,	McCarthyism, Cold War, United	nationalism, human rights, revolution,
	revolution, world war, militarism	McCarthyism, Cold War, United	Nations, nationalism, human rights,	world war, militarism
		Nations, nationalism, human rights,	revolution, world war, militarism	
		revolution, world war, militarism		

	DISTINGUISHED	PROFICIENT	APPRENTICE	NOVICE
<u>Communication</u>	Student communicates complex ideas or concepts completely through details and examples in a logical, coherent manner in reference to the five strands of social studies.	Student communicates ideas or concepts effectively in an organized manner in reference to to the five strands of social studies.	Student communicates reasonably but with limited detail and organization in reference to to the five strands of social studies.	Student communicates ineffectively with little or no detail in reference to the five strands of social studies.
<u>Connections</u>	Student demonstrates ability to effectively connect social studies concepts by using critical thinking skills. Examples include but are not limited to: Comparing and contrasting Identifying multiple causation Determining causes and effects Analyzing various perspectives Synthesizing Evaluating information, decisions, data, situations, etc. Justifying explanations and drawing conclusions Chronological thinking	Student demonstrates a basic ability to connect social studies concepts by using critical thinking skills. The skills the student uses include, but are not limited, to the following: Comparing and contrasting Identifying multiple causation Determining causes and effects Analyzing various perspectives Synthesizing Evaluating information, decisions, data, situations, etc. Justifying explanations and drawing conclusions Chronological thinking	Student demonstrates some ability to connect social studies concepts by using critical thinking skills. The skills the student may use include, but are not limited, to the following: Comparing and contrasting Identifying multiple causation Determining causes and effects Analyzing various perspectives Synthesizing Evaluating information, decisions, data, situations, etc. Justifying explanations and drawing conclusions Chronological thinking	Student shows no evidence of making connections among social studies concepts.